	First-Year Detail by Month													Years 2–3		Responsibility	Resources
	Pre Imp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2	3		
																Teams	

Appendix B:

Hazelwood East High School
Action Plan

District: Hazelwood School District **School:** East High School **Date:**__November 2011____

Goal 1: Student Performance
Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Detail Level 1: Map your objectives to the predetermined goals. Objectives identified in Level 1 will be carried into detail Level 2. A single goal may have more than one objective.

Objective 1:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2014–15 school year, the four year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.	• **Tiered list of students and their assigned interventions** • **Finalized Fresh Start Academy plan** • **Increased graduation rate** • **Increase in number of students participating in interventions** • **Failure rates will decrease** • **Increase in EOC, Evaluate, SRI (School Reading Inventory) scores**	• **Early Warning System Tool** • **Implementation and Evaluation Plan for Fresh Start Academy** • **Revised intervention program plans**

Objective 2:	**Performance Measure(s):**	**Evidence/Documentation**
Hazelwood East High School students will increase their communication arts End of Course exam scores from 50.5% to 100% proficient or advanced and will increase their mathematics End of Course exam scores from 34.9% to 100% proficient or advanced by 2015.	• **Increase in number of instructional minutes per subject** • **Decreased failure rate** • **Increased performance on IBD Reports** • **Common Formative Assessments**	• **Updated schedule** • **Student reflection portfolios** • **Revised curriculum documents for each subject area**

Objective 3: The average daily attendance (ADA) rate at Hazelwood East High School will increase to 95% by the end of the 2014–15 school year.	**Performance Measure(s):** • **Increased average daily attendance**	**Evidence/Documentation** • **Posted attendance data** • **E-mail records in SIS** • **Parent sign-in sheets at quarterly meetings** • **Parent/Student/School Contracts**

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

Goal 1 - Objective 1: By the end of the 2014–15 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4% to 92%.		
Strategy: 1. Implement an Early Warning and Response System.	**Responsible Person(s):** Progress Monitoring Specialist, Early Warning Team (EWT)	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Access to Early Warning and Response Tool from National High School Center • Progress Monitoring Specialist Salary	• Tiered list of students and their assigned interventions	• Early Warning System Tool

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes!☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
9. Hire a Progress Monitoring Specialist.	Principal	D			
10. Create Early Warning Team that works with the Progress Monitoring Specialist to regularly monitor progress.	Principal	D			

11. Follow the implementation steps as delineated by the National High School Center.	EW Team	I			
12. Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.	EW Team	M			
13. Share early warning data and progress reports with parents at quarterly conference.	Teachers	M			
14. Conduct an annual review of the Early Warning and Response System.	EW Team	E			

Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)

Strategy:	**Responsible Person(s):**	**Timeline:**
2. Design and implement the Elevate East Fresh Start Academy to assist off-track students to graduate on time.	Assistant Principal, Building Leadership Team, Progress Monitoring Specialist, teachers	Plan 2012–13 Implement 2013–14

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Building and classroom space • Separate bus for students	• Finalized Academy Plan • Increased graduation rate	• Implementation and Evaluation Plan

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes!☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Review and research existing local and national programs, school-within-a-school models, and alternative schools to design a model for the academy, including flex hours, a block schedule, and partnership opportunities with the UMSL.	Bldg and District Admin Team	D			
2. Identify and train teachers to teach in the academy.	Admin Team	D			
3. Use Early Warning System to identify students.	Progress Monitoring	I			

	Specialist & Asst. Prin.				
4. Pilot program for 2013–14 school year.	Principal	I			
5. Create a measurement tool and review progress at mid-quarter and quarter.	Progress Monitoring Specialist & teachers	M			
6. Use measurement tool to evaluate success of the academy.	Admin Team	E			

Strategy:	**Responsible Person(s):**	**Timeline:**
3. Restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.	Assistant Principal, Progress Monitoring Specialist, teachers	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• **Meeting space** • **Past & current data on the structures** • **Additional site license for credit recovery**	• **Number of students participating in interventions** • **Failure rates will decrease** • **Increase in EOC, Evaluate, SRI (School Reading Inventory) scores**	• **Revised program plans**

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Track student attendance, student progress, and indicators of progress.	Progress Monitoring Specialist, Asst. Prin.,	D			

	& teachers				
2. Align programs to common formative assessments and classroom instruction.	Progress Monitoring Specialist, Asst. Prin., & teachers	D			
3. Increase available enrollment for Aventa K12 online credit recovery program.	Assoc. Principal	D			
4. Provide professional development for teachers on how to use interventions and adjust instruction accordingly.	Progress Monitoring Specialist, Asst. Prin., & teachers.	D			
5. Review student data at mid quarter and quarter to monitor effectiveness of interventions.	Progress Monitoring Specialist, Asst. Prin., & teachers	I			
6. Discuss data in PLCs, analyze trends for patterns and student failures and successes, and create targeted interventions for students.	Progress Monitoring Specialist, Asst. Prin., & teachers	M			
7. Communicate to parents the new structure as well as student progress and outcomes.	Progress Monitoring Specialist, Asst. Prin., & teachers	E			
8. Conduct an annual review of the restructuring of the intervention programs.	Progress Monitoring Specialist, Asst. Prin.,	E			

	& teachers				

Goal 1 - Objective 2:

By 2015, 100 percent of Hazelwood East High School students will score proficient or advanced on the communication arts and mathematics End of Course exams, representing a 49.5 percent increase in communication arts scores from a baseline of 50.5 percent proficiency in 2010–11 and a 65.1 percent increase in mathematics scores from a baseline of 34.9 percent proficiency in 2010–11.

Strategy:	**Responsible Person(s):**	**Timeline:**
1. Hazelwood East High School will increase the number of student-teacher classroom contact minutes in communication arts and mathematics courses.	Principal, Scheduling committee	Plan 2012–13 Implement 2013–14

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Appropriate number of staff • Ascend Math software • Read 180/System 44 software and materials	• Number of minutes per subject • Increased student achievement data	• Updated schedule

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Scheduling committee will research, plan, and help implementation of potential non-traditional hybrid master course and bell schedules in depth that would best serve the students of Hazelwood East High School.	Principal	D			
2. Ensure that 9th grade students take math every day and that 10th grade students take communication arts every day in new schedules.	Principal	D			
3. Research Read 180/System 44 and Ascend Math for implementation based on student needs.	Assistant Principal	D			
4. Implement the new schedule school wide.	Principal	I			
5. Monitor and evaluate the impact of the new schedule on student achievement, attendance, and behavior using relevant data.	Schedule Committee	M, E			

6.					
7.					

Strategy:	**Responsible Person(s):**	**Timeline:**
2. Implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.	Classroom teachers, students, SIG Committee, Building Leadership Team	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Comprehensive data tracker • Daily monitoring charts • Personal data tracker	• Decreased failure rate • IBD Report	• Student Reflection Portfolios

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Provide targeted professional development for teachers on using academic impact and diversity competencies models as a foundation.	SIG Committee	D			

2. Provide targeted professional development for teachers on standards-based planning and designing & using of data tracker.	SIG Committee	D			
3. Develop student reflection portfolios.	Students	I			
4. Analyze data in PLCs and adjust instruction based on data tracker results.	Teachers	I, M			
5. Compare EOC scores to mastery of skills in data tracker.	Teachers, Building Leadership team	E			

Strategy:	**Responsible Person(s):**	**Timeline:**
3. Develop and implement clearly articulated communication arts and mathematics curricula that are aligned to Common Core Standards.	Classroom teachers, Building Administrative team	June 2014

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Common Core Standards • Copies of current district curricula	• Common Formative Assessments • IBD Report	• Revised Curriculum documents for each subject area

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	Responsible Person(s)	TImeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Analyze curricula for alignment to Common Core Standards.	Teachers	D			
2. Remove superfluous content and supplement with additional content and resources as needed.	Teachers	D			
3. Implement newly aligned curriculum into classrooms.	Teachers	I			
4. Monitor implementation through evaluations.	Admin Team	M			

Goal 1 - Objective 3:
The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90% to 95% by the end of the 2014–15 school year.

Strategy 1:	**Responsible Person(s):**	**Timeline:**
Design and implement a data-driven attendance awareness program to ensure all stakeholders are working together to improve student attendance.	Progress Monitoring Specialist or Dean of Students	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• 2 Building Facilitators • 1 Student Advocate	• Increased ADA	• Posted attendance data • E-mail records in SIS • Sign-in sheets at quarterly meetings

• Tangible rewards/incentives		• Parent/Student/School Contracts

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes!☐

DRAFT ACTIONS	Responsible Person(s)	TImeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Post daily attendance rates and add email notification to parents beyond the current Autodialer system.	Asst. Principal	I			
2. Conduct a building wide grade level attendance competition within and between grades.	Asst. Principal	I			
3. Distribute quarterly and annual perfect attendance rewards.	Asst. Principal	I			
4. Conferences with parents of students identified through Student Information System (SIS) or Early Warning data to address the concern of absenteeism.	Academic Mentoring Teachers	M			
5. Establish a parent, student, and school contract at the conclusion of the quarterly meetings.	Principal	M			
6. Add 1 Student Advocate position (Social Worker going to homes to bring students to school and follow-up on progress).	Principal	D			
7. Add 2 Building Facilitator positions (1 male, 1 female) to assist with class transition, related tardies, and student truancy.	Principal	D			

Goal 1: Student Performance

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 1 Objectives															
1.0 By the end of the 2014–15 school year, the four-year cohort graduation rate at Hazelwood East High School will increase from 79.4 percent to 92 percent.															▲
2.0 By 2015, 100 percent of Hazelwood East High School students will score proficient or advanced on the communication arts and mathematics End of Course exams, representing a 49.5 percent increase in communication arts scores from a baseline of 50.5 percent proficiency in 2010–11 and a 65.1 percent increase in mathematics scores from a baseline of 34.9 percent proficiency in 2010–11.															▲
3.0 The average daily attendance rate (ADA) at Hazelwood East High School will increase from 90 percent to 95 percent by the end of the 2014–15 school year.															▲
Goal 1 Strategies															
1.1 Hazelwood East High School will implement an Early Warning System tool.	▲ Planning Stage		▲	→	→	→	→	→	→	→	→	→	→		→
1.2 Hazelwood East High School will design and implement the Elevate East Fresh Start Academy to assist off-track students to graduate on time.			▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	▲	▲

1.3 Hazelwood East High School will restructure the afterschool tutoring, Extra Help, and Credit Recovery programs to increase the impact on student achievement.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1 Hazelwood East High School will increase the number of student-teacher contact minutes in communication arts and mathematics courses.			▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	▲	▲
2.2 Hazelwood East High School will implement a comprehensive data-driven inquiry tracking system to monitor student proficiency on curriculum standards in all courses.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3 Hazelwood East High School teachers will develop and implement clearly articulated communication arts and mathematics curricula that are aligned to Common Core Standards.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	▲
3.1 Hazelwood East High School will design and implement a data-driven attendance awareness program.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 1 Action Steps															
1.1.1 Hire a Progress Monitoring Specialist.	▲														
1.1.2 Create Early Warning Team that works with the Progress Monitoring Specialist to regularly monitor progress.	▲ Planning Stage														
1.1.3 Follow the implementation steps as delineated by the National High School Center.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.1.5 Share early warning data and progress					▲	→	→	→	→	→	→	→	→	→	→

reports with parents at quarterly conferences.														
1.1.6 Conduct an Annual Review of the Early Warning and Response System.												▲	▲	▲
1.2.1 Review and research existing local and national programs, school within a school models, and alternative schools to design a model for the academy, including flex hours, a block schedule, and partnership opportunities with UMSL.		▲	→	→	→	→								
1.2.2 Identify and train teachers to teach in the academy.							▲	→	→	→	→			
1.2.3 Use Early Warning System to identify students.			▲	→	→	→								
1.2.4 Pilot program for 2013–14 school year.							▲	→	→	→	→	→		
1.2.5 Create a measurement tool and review progress at mid-quarter and quarter.													▲	▲
1.2.6 Use measurement tool to evaluate success of the academy.													▲	▲
1.3.1 Track student attendance, student progress, and indicators of progress.			▲	→	→	→	→	→	→	→	→	→	→	→
1.3.2 Align programs to common formative assessments and classroom instruction.			▲	→	→	→	→	→	→	→	→	→	→	→
1.3.3 Increase available enrollment for Aventa K12 online credit recovery program.						▲								
1.3.4 Provide professional development for teachers on how to use interventions and adjust instruction accordingly.			▲	→	→	→	→	→	→	→	→	→	→	→
1.3.5 Review student data at minimum midquarter and quarter to monitor			▲	→	→	→	→	→	→	→	→	→	→	→

effectiveness of interventions.														
1.3.6 Discuss data in PLCs, analyze trends for patterns and student failures and successes, and create targeted interventions for students.			▲	→										
1.3.7 Communicate to parents the new structure as well as student progress and outcomes.			▲	→										
1.3.8 Conduct an annual review of the restructuring of the intervention programs.												▲	▲	▲
2.1.1 Scheduling committee will research, plan, and help implementation of potential nontraditional hybrid master course and bell schedules in depth that would best serve the students of Hazelwood East High School.			▲	→								→		
2.1.2 Ensure that 9th grade students take math every day and that 10th grade students take communication arts every day in new schedules.													▲	▲
2.1.3 Research Read 180/System 44 and Ascend Math for implementation based on student needs.								▲	→			→		
2.1.4 Implement the new schedule school wide.													▲	▲
2.1.5 Monitor and evaluate the impact of the new schedule on student achievement, attendance, and behavior using relevant data.													▲	▲
2.2.1 Provide targeted professional development for teachers on using academic impact and diversity competencies models as a foundation.	▲ Planning Stage	▲	→										→	

2.2.2 Provide targeted professional development for teachers on standards-based planning and designing & using of data tracker.		▲	→	→	→	→	→	→	→	→	→	→	→	→
2.2.3 Develop student reflection portfolios.			▲	→	→	→	→	→	→	→	→	→	→	→
2.2.4 Analyze data in PLCs and adjust instruction based on data tracker results.			▲	→	→	→	→	→	→	→	→	→	→	→
2.2.5 Compare EOC scores to mastery of skills in data tracker.			▲	→	→	→	→	→	→	→	→	→	→	→
2.3.1 Analyze curricula for alignment to Common Core Standards.		▲		→	→	→	→	→	→	→	→	→	→	→
2.3.2 Remove superfluous content and supplement with additional content and resources as needed.		▲		→	→	→	→	→	→	→	→	→	→	→
2.3.3 Implement newly aligned curriculum into classrooms.			▲	→	→	→	→	→	→	→	→	→	→	→
2.3.4 Monitor implementation through evaluations.			▲	→	→	→	→	→	→	→	→	→	→	→
3.1.1 Post daily attendance rates and add email notification to parents beyond the current Autodialer system.			▲	→	→	→	→	→	→	→	→	→	→	→
3.1.2 Conduct a buildingwide attendance competition within and between grades.			▲	→	→	→	→	→	→	→	→	→	→	→
3.1.3 Distribute quarterly and annual perfect attendance rewards.					▲	→	→	→	→	→	→	→	→	→
3.1.4 Administrators will hold quarterly evening meetings with parents of students identified through Early Warning data to address the concern of absenteeism.			▲	→	→	→	→	→	→	→	→	→	→	→
3.1.5 Establish a parent, student, and school			▲	→	→	→	→	→	→	→	→	→	→	→

contract at the conclusion of the quarterly meetings.															
3.1.6 Student Advocate position (Social Worker going to homes to bring students to school and follow-up on progress).	▲ Planning Stage	▲													
3.1.7 Add 2 Building Facilitator positions (1 male, 1 female) to assist with class-transition-related tardies and student truancy.	▲ Planning Stage	▲													

Goal 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/district mission, goals, and objectives.

Detail Level 1: Map your objectives to the predetermined goals. Objectives identified in Level 1 will be carried into detail Level 2. A single goal may have more than one objective.

Objective 1:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2013–14 school year, 100% of the current and new teachers at HEHS will meet state and federal requirements for highly qualified teachers.	• Data from candidate interviews, new hires and teacher summative evaluations • Data from teacher formative and summative evaluations • Teacher retention rate	• Teacher Formative and Summative evaluations • Student achievement data

Objective 2:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2013–14 school year, 100% of teachers at HEHS will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walk-through data, LP protocols, evaluation protocols, and student achievement data.	• Evidenced by Administrator and Collegial Walk-Throughs • Data from data tracker • Documentation on how much time is spent with teachers by Instructional Coaches • Progress towards meeting department goals • Documentation sheet which outlines strategies used and implementation dates • Student achievement data on Common Assessments	• Agendas • Supporting documents • Minutes • Data tracker • Instructional Coaching tracking tool that that tracks coaching meetings and interventions • Curriculum planning documents that reflect department goals • Common Formative Assessments • Implementation Schedule

Objective 3:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2012–13 school year, 100% of	• Teacher Growth in areas needing development	• Documentation tool to track progress of teachers

certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional. development evaluation tool.		• Professional development session agendas and sign-in sheets

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

Goal 2 – Objective 1: By the end of the 2013–14 school year, 100% of the current and new teachers at HEHS will meet state and federal requirements for highly qualified teachers.		
Strategy 1: Attract and recruit the best available teachers to apply to teach at East High School.	**Responsible Person(s):** Administrative Team	**Timeline:** February 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Funds for promotion and advertisement	Data from candidate interviews, new hires and teacher summative evaluations	Decreased student failure rates

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Inform current HEHS faculty of SIG Transformation plan components and requirements and allow faculty members that do not want to remain at HEHS the option to transfer.	Principal and Human Resources Dir	D			
2. Host and/or participate in job fairs.	Administrators	D			
3. Post job openings at the earliest date possible.	Administrators	D			
4. Collaborate with the Assistant Superintendent for Human Resources on interview tools and posting timeline.	Principal	I			
5. Collaborate with the Dean of Teaching and Learning at University of MO-STL (UMSL) to recruit highly qualified graduates of their teacher program.	Administrators	I			
6. Implement partnership with UMSL to use differentiated staffing strategies to pilot a community student teacher program.	Administrators	I			

7. Collaborate with UMSL for one professional development session of preservice and inservice teachers.	Administrators	M			
8. Analyze and evaluate data from candidate interviews, new hires, and teacher summative evaluations to measure the effectiveness of the plan.		E			

Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)

Strategy 2: Select the best available teachers to hire for East High School.	**Responsible Person(s):** Administrative Team	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Candidate interview tool	• Data from teacher formative and summative evaluations • Teacher retention rate • Increased student achievement data and decreased failure rates	• Teacher Formative and Summative evaluations • Student achievement data

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Develop an effective interview tool that clearly illuminates a teacher's content knowledge, an understanding of our student population and the desire to teach student's of our population.	Administrators	D			
2. Require interviewee to teach a sample lesson.	Interview team	I			
3. Review the progress of new hires using the district evaluation tools.	Administrators	M, E			
4.					
5.					

6.					

Goal 2 - Objective 2: By the end of the 2013–14 school year, 100% of teachers at HEHS will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walk-through data, LP protocols, evaluation protocols, and student achievement data.

Strategy:	**Responsible Person(s):**	**Timeline:**
1. Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.	Leadership Team, Classroom Teachers, Learning Facilitators (LF)	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Meeting space • Promethean Board • Content/Strategy Experts	• Evidenced by administrator and collegial walk-throughs • Data from data tracker	• Agendas • Supporting documents • Minutes • Data tracker

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Conduct and analyze needs assessments by department.	Administrators, teachers, LF	D			
2. Gather current vetted research on best practices and compare to needs analysis.	PLC teachers	D			
3. Develop a PLC protocol in which Race and Equity, Special Ed/Students with Disabilities, Curriculum, Instruction and Assessment are embedded.	PLC teachers	D, I			
4. Monitor progress by collecting and reviewing agendas, meeting minutes, and other support documents.	Administrators	M			
5. Each department will submit a quarterly report documenting progress made toward department goals.	Teachers	M			

6. Evaluate the effectiveness of the protocol implementation plan and use the data to inform and guide classroom instruction through the use of an accountability tool.	PLC teachers	E			

Goal 2 – Objective 2:		
Strategy: 2. Restructure the Learning Support Team to provide a more effective program and to be more readily available to teachers at Hazelwood East High School.	**Responsible Person(s):** Leadership Team	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Additional Instructional Coaches in Communication Arts and Mathematics	• As evidenced by walk-through observations • Documentation on how much time is spent with teachers by Instructional Coaches • Progress towards meeting department goals	• Instructional Coaching tracking tool that that tracks coaching meetings and interventions • Research to show that teacher perception impacts the achievement gap • Curriculum planning documents that reflect department goals

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Hire additional Instructional Coaches in Communication Arts and Mathemantics.	Principal	D	FTE		
2. Provide 270 minutes of weekly "one on one" coaching to implement pedagogical strategies.	Administrators, ICs, LCs	I			
3. Provide job embedded support via the Learning Coaches to all first-year teachers in instructional strategies, classroom management, and professional rigor.	Learning Coaches (LC), administrators	I			
4. Create and submit a schedule of walk through observations.	PLC teachers	M			
5. Create and submit a tracking tool that monitors coaching meetings and interventions.	PLC teachers	M			

6. Triangulate data of Common Formative Assessments, Teacher evaluations, and Professional Growth models to monitor student and professional growth.	Adminsitrators, ICs, LCs	M, E			

Goal 2 – Objective 2:		
Strategy: 3. All teachers will receive training in and implement assessment literacy across all content areas by the 2014–15 school year.	**Responsible Person(s):** Leadership Team	**Timeline:** May 2015

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
District-provided training	• Walk-through observations • Documentation sheet which outlines strategies used and implementation dates	Student work

Fulfills required/permissible activities?	Yes! ☐	Aligned with Competitive priorities?	Yes! ☐

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. All teachers will attend and participate in assessment literacy PD offered through school and district.	Adminstratora, teachers	D			
2. Develop a system to monitor the use of assessment literacy.	Administrators Teachers	D			
3. Lessons will be written to demonstrate the use of assessment literacy in instruction.	Teachers	I			
4. Teachers will use student work to demonstrate the effectiveness of assessment literacy and make adjustments to instructional practices based upon student work.	Teachers	M, E			

Goal 2 – Objective 2:		
Strategy: 4. All teachers will receive training in order to develop and implement Common Formative Assessments.	**Responsible Person(s):** Leadership Team	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
Meeting space	Student achievement data on common assessments	• Common Formative Assessments • Implementation schedule

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Teachers will attend and participate in training on how to write and analyze CFAs.	Content PLC's	D			
2. Common Formative Assessments will be written in PLCs and district professional development sessions.	Assistant Principal	D			
3. All CFAs will be submitted to the Principal and PLC Facilitator.	PLC Facil Teachers	I, M			
4. CFA data will be analyzed and submitted.	PLC Facil Teachers	M, E			
5. Teachers will provide regular summary of interventions, reflections, and final outcomes.	PLC Facil Teachers	E			
6.					

Goal 2 - Objective 3: By the end of the 2013–14 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.		
Strategy: 1. Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.	**Responsible Person(s):** Leadership Team	**Timeline:** August 2013

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• New district evaluation tool	• Track where teachers are currently rated on the evaluation scale	• Documentation tool to track progress of teachers

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**

1. Provide information on teacher/admin evaluation tool.	Administrators, teachers	D			
2. Serve as a pilot school for the newly developed district teacher/administrator evaluation tool.	Administrators teachers	I			
3. Full implementation of new evaluation tool in 2013–14 school year.	Administrators teachers	I			
4. Use of Observation data and Instructional Coaching Tools to identify a teacher's strengths and weaknesses and to provide job-embedded support.	Administrators	M			
5. Marginal rating or below leads will lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches.	Administrators	M			
6. Observation data will be reflected on the evaluation tool and used to retain effective teachers and remove ineffective teachers.	Administrators	E			

Goal 2 – Objective 3:		
Strategy: 2. All new staff members at HEHS, regardless of prior years of experience, will attend new teacher programs at the building and district level.	**Responsible Person(s):** Leadership Team	**Timeline:**
Resources Required: Calendar of new teacher meetings and training	**Measureable Outcome(s):** Teacher growth in areas needing development	**Evidence/Documentation:** Meeting sign-in sheets

Fulfills required/permissible activities?	Yes! ☐	Aligned with Competitive priorities?			Yes! ☐	
DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**	
1. Provide information on program for new teachers.	District PD supervisor, administrators	D				
2. Attend 90% of all new teacher meetings at the building and district level.	Teachers	I				
3. Teachers will sign in on a sign in sheet to indicate attendance at meetings and trainings.	Teachers	M, E				
4.						
5.						
6.						

Goal 2: Highly Qualified Staff

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 2 Objectives															
1.0 By the end of the 2013-14 school year, 100% of the current and new teachers at Hazelwood East High School will meet state and federal requirements for highly qualified teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.0 By the end of the 2013-14 school year, 100% of teachers at Hazelwood East High School will effectively implement strategies learned during Professional Development and Professional Learning Community sessions to meet the needs of all students as evidenced by walkthrough data, lesson plan protocols, evaluation protocols, and student achievement data.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
3.0 By the end of the 2013-14 school year, 100% of certified staff at Hazelwood East High School will be rated as proficient or distinguished on the district professional development evaluation tool.														▲	→
Goal 2 Strategies															
1.1 Attract and recruit the best available teachers to apply to teach at East High	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
School															
1.2 Select the best available teachers to hire for East High School			▲ Pending available positions and qualified candidates	→	→	→	→	→	→	→	→	→	→	→	
2.1 Teachers will meet in PLCs for at least 270 minutes every two weeks to collaborate on effective teaching practices, exemplars, and differentiated strategies.			▲	→	→	→	→	→	→	→	→	→	→	→	
2.2 Restructure the Learning Support Team to provide a more effective program to be more readily available to teachers at Hazelwood East High School			▲	→	→	→	→	→	→	→	→	→	→	→	
2.3 All teachers will receive training in and implement assessment literacy across all content areas by the 2014-15 school year.			▲	→	→	→	→	→	→	→	→	→	→	→	
2.4 All teachers will receive training in order to develop and implement Common Formative Assessments.				▲	→	→	→	→	→	→	→	→	→	→	
3.1 Hazelwood East High School will use an evaluation tool to develop and retain effective teachers and remove ineffective teachers.														▲	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
3.2 All new staff members at HEHS, regardless of prior years of experience, will attend new teacher programs at the building and district level.			▲	→	→	→	→	→	→	→	→	→	→	→	→
Goal 2 Action Steps															
1.1.1 Inform current HEHS faculty of SIG Transformation plan components and requirements and allow faculty members that do not want to remain at HEHS the option to transfer..	▲														
1.1.2 Host and/or participate in job fairs.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Post job openings at the earliest date possible.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Collaborate with the Assistant Superintendent for Human Resources on interview tools and posting timeline.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.6 Collaborate with the Dean of Teaching and Learning at University of Missouri – St. Louis (UMSL) to recruit highly .qualified graduates of their teacher program	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.9 Implement partnership with UMSL to use differentiated staffing strategies to pilot a community student teacher program.				▲	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
1.1.10 Collaborate with UMSL for one professional development of pre-service and in-service teachers.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.1.11 Analyze and evaluate data from candidate interviews, new hires, and teacher summative evaluations to measure the effectiveness of the plan.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.2.4 Develop an effective interview tool that clearly illuminates a teacher's content knowledge, an understanding of our student population and the desire to teach student's of our population.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.5 Require interviewee to teach a sample lesson	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2.6 Review the progress of new hires using the district evaluation tools.				▲	→	→	→	→	→	→	→	→	→	→	→
2.1.7 Conduct and analyze needs assessments by department.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.8 Gather current vetted research on best practices and compare to needs analysis.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.1.9 Develop a PLC protocol in which Race and Equity, Special Ed/Students with Disabilities, Curriculum, Instruction and					▲	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Assessment are embedded.															
2.1.10 Monitor progress by collecting and reviewing agendas, meeting minutes, and other support documents.					▲	→	→	→	→	→	→	→	→	→	→
2.1.11 Each department will submit a quarterly report documenting progress made toward department goals.								▲	→	→	→	→	→	→	→
2.1.12 Evaluate the effectiveness of the protocol implementation plan and use the data to inform and guide classroom instruction through the use of an accountability tool.								▲	→	→	→	→	→	→	→
2.2.7 Hire additional Instructional Coaches in Communication Arts and Mathematics.	▲	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2.8 Provide 270 minutes of weekly "one on one" coaching to implement pedagogical strategies.				▲	→	→	→	→	→	→	→	→	→	→	→
2.2.9 Provide job-embedded support via the Learning Coaches to all first year teachers in instructional strategies, classroom management, and professional rigor.				▲	→	→	→	→	→	→	→	→	→	→	→
2.2.10 Create and submit a schedule of					→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
walkthrough observations.				▲											
2.2.11 Create and submit a tracking tool that monitors coaching meetings and interventions.								▲	→	→	→	→	→	→	→
2.2.12 Triangulate data of Common Formative Assessments, teacher evaluations, and professional growth models to monitor student and professional growth								▲	→	→	→	→	→	→	→
2.3.5 All teachers will attend and participate in assessment literacy PD offered through school and district.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.3.6 Develop a system to monitor the use of assessment literacy.					▲	→	→	→	→	→	→	→	→	→	→
2.3.7 Lessons will be written to demonstrate the use of assessment literacy in instruction.								▲	→	→	→	→	→	→	→
2.3.8 Teachers will use student work to demonstrate the effectiveness of assessment literacy and make adjustments to instructional practices based upon student work.								▲	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.4.6 Teachers will attend and participate in training on how to write and analyze CFAs.				▲	→	→	→	→	→	→	→	→	→	→	→
2.4.7 Common Formative Assessments will be written in PLCs and district professional development sessions.				▲	→	→	→	→	→	→	→	→	→	→	→
2.4.8 All CFAs will be submitted to the principal and PLC Facilitator.					▲	→	→	→	→	→	→	→	→	→	→
2.4.9 CFA data will be analyzed and submitted.						▲	→	→	→	→	→	→	→	→	→
2.4.10 Teachers will provide regular summary of interventions, reflections, and final outcomes.						▲	→	→	→	→	→	→	→	→	→
3.1.7 Provide information on teacher/admin evaluation tool.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.8 Serve as a pilot school for the newly developed district teacher/administrator evaluation tool.			▲	→	→	→	→	→	→	→	→	→	→	→	→
3.1.9 Full implementation of new evaluation tool in 2013-14 school year.														▲	→
3.1.10 Use of observation data and					→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
instructional coaching tools to identify a teacher's strengths and weaknesses and to provide job-embedded support.				▲											
3.1.11 Marginal rating or below leads will lead to a mandatory professional improvement plan and partnership with Instructional and Learning Coaches.				▲	→	→	→	→	→	→	→	→	→	→	
3.1.12 Observation data will be reflected on the evaluation tool and used to retain effective teachers and remove ineffective teachers.									▲	→	→	→	→	→	
3.2.3 Provide information on program for new teachers.			▲	→	→	→	→	→	→	→	→	→	→	→	
3.2.4 Attend 90% of all new teacher meetings at the building and district level.												▲	→	→	
3.2.3 Teachers will sign in on sheets to indicate attendance at the meetings.												▲	→	→	

Goal 3: Facilities, Support, and Instructional Resources

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Detail Level 1: Map your objectives to the predetermined goals. Objectives identified in Level 1 will be carried into detail Level 2. A single goal may have more than one objective.

Objective 1:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2014–15 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.	• 100% accurate placement for incoming freshman in communication arts and mathematics courses • Number of student with completed career plans • Standardized test scores • Graduation rate	• Completed registration forms • Updated Missouri Connections accounts • Teacher recommendation forms • Career portfolio • Student achievement data • Vertical Plan meeting agendas/minutes • Vertically aligned curriculum and assessments

Objective 2:	**Performance Measure(s):**	**Evidence/Documentation**
Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–13 school year.	• Tiered list of students and their assigned interventions • Increase in attendance and graduation rates • Reduction in OSS and ISS infractions • Reduction in behavior, tardy, and truancy referrals	• Early Warning System Tool • Revised policies and procedures

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

Goal 3 – Objective 1: By the end of the 2014–15 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.

Strategy:	**Responsible Person(s):**	**Timeline:**
1. HEHS counseling staff will implement, assess, and review a pre-high school Interest Inventory for all 8th grade students during registration period and use these results to guide student placement.	Counseling Staff, Teachers, Progress Monitoring Specialist, Learning Facilitator for Special Areas, Administrators	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Paper copies of Missouri Connections • Counseling Staff • eValuate/SRI Data • Release time for teachers • List of student ID #s and DOB	• 100% accurate placement for incoming freshman in communication arts and mathematics courses	• Completed registration forms • Updated Missouri Connections accounts • Teacher recommendation forms

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. High school counselors will collaborate with middle school counselors to help ensure proper placement of incoming students.	Counselors	I	Substitute Teachers		
2. Ninth grade communication arts and mathematics teachers will participate in vertical team meetings with middle school teachers to assist with proper placement of incoming students.	Teachers	I			
3. Regularly monitor student placement and grades to check for success of course placement.	9th Grade Administrator	M			
4. Use teacher evaluations/recommendation forms to ensure accurate placement based on academic level.	Progress Monitoring	E			

	Specialist Teachers				
5.					

Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)

Goal 3 – Objective 1:		
Strategy: 2. HEHS students will identify and create a career path plan by the end of the first semester of their sophomore year.	**Responsible Person(s):** • **Counselors** • **Academic Mentoring Teacher**	**Timeline:** **January 2013**

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Interest Inventory • Missouri Connections • PLAN Test • Technology (Computers)	• Number of students with completed career plans	• Career portfolio

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Train teachers for Academic Mentoring and the use of Missouri Connections.	District Admin	D	Substitute Teachers		
2. Students will identify Career Pathways based on Career Clusters and Missouri Connections Interest Inventory.	Counselors Acad	D	N/A		

	Mentors				
3. Students will be enrolled in courses that enhance success in their career plan.	Acad Mentors	I	Learning Facilitator		
4. Academic Mentoring teachers will assist students with updating Missouri Connections as related to career pathways.	Acad Mentors	M	Computers		
5. Student progress will be evaluated based on successful course completion and student schedules may be adjusted based on level of success.	Acad Mentors	E	Career Paths Handbook		
6.					

Goal 3 – Objective 1:			
Strategy: 3. Teachers will participate in Vertical Team Planning and professional development with high school and feeder middle school staff.	**Responsible Person(s):** Administrative Team, Teachers, Progress Monitoring Specialist, Learning Coach (LC), Instructional Coaches (IC)	**Timeline:** August 2012	
Resources Required: • Professional Development Days • eValuate/SRI data	**Measureable Outcome(s):** • Standardized test scores • Graduation rate	**Evidence/Documentation:** • Student achievement data • Vertical Plan meeting agendas/minutes • Vertically aligned curriculum and assessments	
Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Analyze vertical alignment of middle school & high school core subject programs.	Teachers	D	PD Day and facility		
2. Create and conduct PLC sessions focused on vertical team planning to raise standardized test scores and graduation rate.	Teachers, IC, LC	I	PD Day and facility		
3. Implement professional development for high school & middle school vertical team planning.	District Admin	I	PD Day and facility	Stipends if outside of school day	
4. Develop and use a measurement tool to monitor HEHS leading indicators of implementation.	Teachers, Progress Monitoring Specialist	M	Software and Training		
5. Evaluate the effectiveness of the professional development program by monitoring teacher implementation of instructional strategies.	Admin Progress Monitoring Specialist	E	N/A		
6.					

Goal 3 – Objective 2: Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–13 school year.

Strategy:	Responsible Person(s):	Timeline:
1. Implement the Early Warning and Response System.	Progress Monitoring Specialist , Early Warning Team (EWT)	August 2012

Resources Required:	Measureable Outcome(s):	Evidence/Documentation:
• Access to Early Warning and Response Tool from National High School Center • Progress Monitoring Specialist	• Tiered list of students and their assigned interventions	• Early Warning System Tool

Fulfills required/permissible activities?	Yes! ☐	Aligned with Competitive priorities?	Fulfills required/permissible activities?

DRAFT ACTIONS	Responsible Person(s)	Timeline			
11. Create Early Warning Team that works with the Progress Monitoring Specialist to regularly monitor progress.	Principal Progress Monitoring Specialist	D			
12. Follow the implementation steps as delineated by the National High School Center.	EW Team	I			
13. Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.	EW Team	M			
14. Share early warning data and progress reports with parents at quarterly conference.	Teachers	M			
15. Conduct an annual review of the Early Warning and Response System.	EW Team	E			
16.					
17.					

Goal 3 – Objective 2:		
Strategy: 2. SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.	**Responsible Person(s):** Leadership Team, Dean of Students, Parent Representative, teachers, Early Warning Team	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Full-time Dean of Students • Community and business partnerships	• Increase in attendance and graduation rates • Reduction in OSS and ISS infractions • Reduction in behavior, tardy, and truancy referrals	• Revised policies and procedures

Fulfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**Timeline**	**District/ School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Hire a full-time Dean of Students to reduce OSS & ISS infractions.	Principal	D	FTE		
2. Create Behavior/Attendance/Academic Contracts to serve as an intervention for students with behavior, attendance, and academic needs.	Admin Team Dean	D, I	Admin staff, PTSA		
3. Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions.	Teacher & Parent Rep, Dean of Sts	I	Facility, staff, PTSA		
4. Develop and use a monitoring tool to regularly track progress on of the program's success.	Admin Team Progress	I, M	Early Warning System		

	Monitoring Specialist				
5. Conduct an annual evaluation of the revised policies and procedures regarding behavior management, truancies, and tardies.	Admin, Progress Monitoring Specialist, Dean of Students	E	N/A		
6.					

Goal 3: Facilities, Support, and Instructional Resources

Year 1 Detail and Years 2–3 Summary

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 3 Objectives															
1.0 By the end of the 2014–15 school year, 100% of the Hazelwood East High School student body will participate in academic, behavioral, and/or post-secondary career planning intervention and support programs that are regularly monitored for effectiveness.			▲	→	→	→	→	→	→	→	→	→	→	→	→
2.0 Hazelwood East High School will reduce the number of discipline referrals, including but not limited to behavior, tardies, and truancy, by 25% per year beginning with the 2012–13 school year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
Goal 3 Strategies															
1.1 Hazelwood East High School counseling staff will implement, assess, and review a pre-high school Interest Inventory for all 8th grade students during registration period and use these results to guide student placement.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Hazelwood East High School students will identify and create a career path plan by the end of the first semester of sophomore year.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.3 Teachers will participate in Vertical Team Planning and professional development with high school and feeder			▲	→	→	→	→	→	→	→	→	→	→	→	→

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
middle school staff.															
2.1 Hazelwood East High School will implement an Early Warning and Response System.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
2.2 SIG Leadership Team will review and revise current policies and procedures regarding behavior management, tardies, and truancy.	▲ Planning Stage	→	→	→	→	→	→	→	→	→	→	→	→	→	→
Goal 3 Action Steps															
1.1.1 High school counselors will collaborate with middle school counselors to help ensure proper placement of incoming students.	▲ Planning Stage														
1.1.2 Ninth grade communication arts and mathematics teachers will participate in vertical team meetings with middle school teachers to assist with proper placement of incoming students.	▲ Planning Stage														
1.1.3 Regularly monitor student placement and grades to check for success of course placement.			▲	→	→	→	→	→	→	→	→	→	→	→	→
1.1.4 Use teacher evaluations/recommendation forms to ensure accurate placement based on academic level.												▲		→	→
1.2.1 Train teachers for Academic Mentoring and the use of Missouri			▲											▲	▲

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Connections															
1.2.2 Students will identify Career Pathways based on Career Clusters and Missouri Connections Interest Inventory.			▲	→	→	→	→							▲	▲
1.2.3 Students will be enrolled in courses that enhance success in their career plan.			▲	→	→	→	→	→	→	→	→	→	→		→
1.2.4 Academic Mentoring teachers will assist students with updating Missouri Connections as related to career pathways.			▲	→	→	→	→	→	→	→	→	→	→		→
1.2.5 Student progress will be evaluated based on successful course completion and student schedules may be adjusted based on level of success.								▲	→	→	→	→	→		→
1.3.1 Analyze vertical alignment of middle school & high school core subject programs.			▲					▲						▲	▲
1.3.2 Create and conduct PLC sessions focused on vertical team planning to raise standardized test scores and graduation rate.			▲	→	→	→	→	→	→	→	→	→	→		→
1.3.3 Implement professional development for high school & middle school vertical team planning.			▲					▲						▲	▲
1.3.4 Develop and use a measurement tool to monitor HEHS leading indicators of implementation.			▲	→	→	→	→	→	→	→	→	→	→		→
2.1.1 Create Early Warning Team that works with the Progress Monitoring	▲ Planni														

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Specialist to regularly monitor progress.	ng Stage														
2.1.2 Follow the implementation steps as delineated by the National High School Center.	▲ Planning Stage														
2.1.3 Conduct regularly scheduled Early Warning Team meetings to review effectiveness of interventions.			▲												
2.1.4 Share early warning data and progress reports with parents at quarterly conference.					▲										
2.1.5 Conduct an Annual Review of the Early Warning and Response System.												▲		▲	▲
2.2.1 Hire a full-time Dean of Students to reduce OSS & ISS infractions.	▲ Planning Stage														
2.2.2 Create Behavior/Attendance/Academic Contracts to serve as an intervention for students with behavior, attendance, and academic needs.			▲												
2.2.3 Establish young men's and women's night mentoring programs that consist of conversation sessions and field trips on a weekly and/or bi-weekly basis to encourage students to make positive decisions.			▲												
2.2.4 Develop and use a monitoring tool to regularly track progress of the program's success.			▲												

		First-Year Detail by Month												Years 2–3	
	Pre-Implementation	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.2.5 Conduct an annual evaluation of the revised policies and procedures regarding behavior management, truancies, and tardies.												▲			

Goal 4: Parent and Community Involvement

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Detail Level 1: Map your objectives to the predetermined goals. Objectives identified in Level 1 will be carried into detail Level 2. A single goal may have more than one objective.

Objective 1:	**Performance Measure(s):**	**Evidence/Documentation**
By the end of the 2014–15 school year, 90% of Hazelwood East High School parents will participate in at least two parental involvement activities per year.	• Spartan U Calendar of Events • Parent attendance at extra-curricular activities	• Sign-in sheets • Event and meeting agendas

Objective 2:	**Performance Measure(s):**	**Evidence/Documentation**
By June 2015, Hazelwood East High School will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.	• Create and distribute a targeted mailing • Create an East Side Council	• Record of mailings distributed • Council meeting agendas, minutes and goals

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

<table>
<tr><td colspan="4">Goal 4 – Objective 1: By the end of the 2014–15 school year, 90% of Hazelwood East High School parents will participate in at least two parental involvement activities per year</td></tr>
<tr><td colspan="2">Strategy:
1. HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year.</td><td>Responsible Person(s):

Assistant Principal</td><td>Timeline:

Begin by August 2012</td></tr>
<tr><td>Resources Required:
• Stipends for teachers
• Marketing campaign
• Meeting space
• Refreshments and incentive</td><td colspan="2">Measureable Outcome(s):
• Number of attendees attending 2 or more school activities
• Number of Spartan U activities</td><td>Evidence/Documentation:
• Information distributed to parents such as fliers, postcards, e-mails, etc.
• Agendas for events
• Sign-in sheets
• Calendar of Spartan U activities</td></tr>
<tr><td>Fullfills required/permissible activities?</td><td>Yes! ☐</td><td>Aligned with Competitive priorities?</td><td>Yes!☐</td></tr>
</table>

DRAFT ACTIONS	Responsible Person(s)	TImeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. Conduct needs assessment with parents to determine the types of events that they would find valuable for Spartan U.	College/Career Counselor	D			
2. Recruit teachers, parents/guardians, and UMSL faculty to plan and conduct sessions for Spartan U.	Assistant Principal	D			
3. Partner with local businesses and UMSL regarding hosting and sponsoring Spartan U events.	College/Career Advisor	I			
4. Create a communication and distribution plan to inform parents and community members of Spartan U events.	Assistant Principal	I			
5. Present quarterly evaluation report to Leadership Team monitoring the success of Spartan U events.	Progress Monitoring Specialist	M			
6. Distribute end of year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.	Progress Monitoring Specialist	E			

Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)

Goal 4 – Objective 1:		
Strategy 2: Provide Spartan U Activity Card incentive to families for tracking attendance at extra-curricular activities.	**Responsible Person(s):** Assistant Principal	**Timeline:** August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• ID/Activity Cards	• # of activities attended per family	• Charts and graphs from barcode software

• Incentives • Bar Code and Scanners • Software		• Data reports

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Investigate and find barcode software to track family attendance at events.	Learning Facilitator – Barb Easley	D			
2. Create Spartan U Activity cards.	Assistant Principal	D			
3. Identify and partner with local businesses to donate incentives.	Assistant Principal	D,I			
4. Introduce Spartan U Activity Card program to families and staff.	Assistant Principal	I			
5. Present quarterly evaluation report to Leadership Team monitoring the usage patterns of Spartan U Activity cards.	Progress Monitoring Specialist	M			
6. Distribute end of year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.	Progress Monitoring Specialist	E			

Goal 4 – Objective 2: By June 2015, Hazelwood East High School will have established a multi-pronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.

Strategy 1: Establish a Communication Committee to plan and implement the sharing of positive information about what is going on at EHS.	**Responsible Person(s):** Assistant Principal	**Timeline:** By August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Postage • Paper and ink	• Number of mailings sent and returned • Number of visits to social media outlets	• Fliers, postcards, direct mailers, etc. • Meeting agendas and minutes

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Create a Communication Committee.	Assistant Principal	D			
2. Design and distribute a mailer of positive information about HEHS, including student contributions.	Assistant Principal	D, I			
3. Identify, design, and create methods of communication via social media.	Assistant Principal	D, I			
4. Monitor the number of mailings returned and update incorrect addresses as needed.	Registrar	M			
5. Monitor the number of visits to social media outlets.	Assistant Principal	M			
6. Present quarterly evaluation report to Leadership Team evaluating the success of the communication plan.	Progress Monitoring Specialist	E			

Goal 4 – Objective 2:		
Strategy 2: Create the East Side Council that is composed of parents, community members, and staff members from the entire East High School feeder system to increase levels of communication throughout the community.	**Responsible Person(s):** Leadership Team and Parent Representative	**Timeline:** By January 2013

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Meeting space	• Number of attendees • Composition percentages of East Side Council (% parent, % business, etc.)	• Meeting attendance sheet • Meeting Agendas and minutes • Calendar of meetings and events

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
1. Recruit members of East Side Council.	Principal Parent Rep	D			
2. Develop and Implement annual goals and action steps.	Parent Rep	D, I			
3. Present quarterly evaluation report to Leadership Team monitoring the progress towards meeting the annual goals.	Parent Rep	M			
4. Conduct biannual process checks (community forums) to inform parents and community members of ongoing work and to gather feedback of the effectiveness of school communication.	East Side Council	E			
5.					

6.						

Goal 4: Parent and Community Involvement

Year 1 Detail and Years 2–3 Summary

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 4 Objectives															
1.0 Objective 1: By the end of the 2014–15 school year, 90% of Hazelwood East High School parents will participate in at least two parental involvement activities per year.														▲	→
2.0 Objective 2: By June 2015, Hazelwood East High School will have established a multipronged communication plan that provides students, parents, and community members with information, especially including progress on the School Improvement Plan.															▲
Goal 4 Strategies															
1.1 HEHS will initiate the Spartan U program to include activities such as parent conferences, library nights, and parent academies held throughout the school year.			▲	→	→	→	→	→	→	→	→	→	→	→	
1.2 Provide Spartan U Activity Card incentive to families for tracking attendance at extra-curricular activities.	▲	→	→	→	→	→	→	→	→	→	→	→			

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
2.1 Establish a Communication Committee to plan and implement the sharing of positive information about what is going on at EHS.	▲														
2.2 Create the East Side Council that is composed of parents, community members, and staff members from the entire East High School feeder system to increase levels of communication throughout the community.	▲														
Goal 4 Action Steps															
1.1.1 Conduct needs assessment with parents to determine the types of events that they would find valuable for Spartan U.	▲														
1.1.2 Recruit teachers, parents/guardians, and UMSL faculty to plan and conduct sessions for Spartan U.	▲														
1.1.3 Partner with local businesses and UMSL regarding hosting and sponsoring Spartan U events.	▲														
1.1.3 Create a communication and distribution plan to inform parents and community members of Spartan U events.	▲														
1.1.4 Present quarterly evaluation report to Leadership Team monitoring the success of Spartan U events.					▲		▲			▲			▲		
1.1.5 Distribute end-of-year survey to												▲			

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.															
1.2.1 Investigate and find barcode software to track family attendance at events.	▲	—	—	—	—	—	—	—	—	—	—	—	—	—	→
1.2.2 Create Spartan U Activity cards.		▲													
1.2.3 Identify and partner with local businesses to donate incentives.	▲	—	—	—	—	—	—	—	—	—	—	—	—	—	→
1.2.4 Introduce Spartan U Activity Card program to families and staff.			▲												
1.2.5 Present quarterly evaluation report to Leadership Team monitoring the usage patterns of Spartan U Activity cards.					▲		▲			▲			▲		
1.2.6 Distribute end-of-year survey to parents to evaluate effectiveness of Spartan U program and identify possible events/topics for the next year.													▲	→	
2.1.1 Create a Communication Committee.	▲														
2.1.2 Design and distribute a mailer of positive information about HEHS, including student contributions.		▲	—	—	—	—	—	—	—	—	—	—	—	—	→
2.1.3 Identify, design, and create methods of communication via social media.	▲	—	—	—	—	—	—	—	—	—	—	—	—	—	→
2.1.4 Monitor the number of mailings					▲		▲			▲			▲		

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
returned and update incorrect addresses as needed.															
2.1.5 Monitor the number of visits to social media outlets.					▲		▲			▲			▲		
2.1.6 Present quarterly evaluation report to Leadership Team evaluating the success of the communication plan.					▲		▲			▲			▲		
2.2.1 Recruit members of East Side Council.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.2.2 Develop and Implement annual goals and action steps.	▲	→	→	→	→	→	→	→	→	→	→	→			
2.2.3 Present quarterly evaluation report to Leadership Team monitoring the progress towards meeting the annual goals.					▲		▲			▲			▲		
2.2.4 Conduct biannual process checks (community forums) to inform parents and community members of ongoing work and to gather feedback of the effectiveness of school communication.								▲					▲	→	→

Goal 5: Governance

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Detail Level 1: Map your objectives to the predetermined goals. Objectives identified in Level 1 will be carried into detail Level 2. A single goal may have more than one objective.

Objective 1:	**Performance Measure(s):**	**Evidence/Documentation**
The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.	• Rating on annual survey • Number of transformation strategies implemented • Number of transformation objectives experiencing progress • Progress on leading and lagging indicators	• Organizational chart • Quarterly and Annual Transformation Progress Reports • Annual survey • List of members • Meeting agendas and minutes

Detail Level 2: Map strategies to objectives. Make sure objectives in Level 2 are aligned with objectives in Level 1. A single objective may have multiple strategies.

<table>
<tr><td colspan="4">Objective 1: The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.</td></tr>
<tr><td colspan="2">Strategy 1:
The HEHS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.</td><td>Responsible Person(s):

Principal</td><td>Timeline:

August 2012</td></tr>
<tr><td>Resources Required:
• Meeting space
• Stipends</td><td colspan="2">Measureable Outcome(s):

• Progress on leading and lagging indicators</td><td>Evidence/Documentation:

• List of members
• Meeting agendas and minutes</td></tr>
<tr><td>Fullfills required/permissible activities?</td><td>Yes! ☐</td><td>Aligned with Competitive priorities?</td><td>Yes!☐</td></tr>
</table>

DRAFT ACTIONS	Responsible Person(s)	TImeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
1. The HEHS administrative team will recruit and train members for the Leadership Team.	Principal	D			
2. The Leadership Team will meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.	Principal	I,M,E			
3.					
4.					
5.					
6.					

Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)

Objective 1: The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.

Strategy 2:	**Responsible Person(s):**	**Timeline:**
The HEHS and HSD administrative teams will collaboratively design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and will create a format for communication to relevant stakeholders.	Prinicipal	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Meeting space • Stipends	• Rating on annual survey • Number of transformation strategies implemented • Number of transformation objectives	• Organizational chart • Quarterly and Annual Transformation Progress Reports

	experiencing progress		• Annual survey			
Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**			Yes!☐	
DRAFT ACTIONS		**Responsible Person(s)**	**TImeline**	**District/School Required Resources**	**SIG Required Resources**	**Associated Outcome Notes**
9. Research site governance models, including Breaking Ranks or model currently implemented at Hazelwood East Middle School.		Principal	D			
10. Develop and implement the site governance model.		Principal	D,I			
11. Review and revise the role of parent and community groups such as PTSA to ensure that these groups have an active and important role in relevant decision-making processes at HEHS.		Principal	D,I			
12. Monitor the site governance model through a constructive dissent process.		Principal	M			
13. Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders.		Principal	E			
14.						

Objective 1: The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.

Strategy 2:	**Responsible Person(s):**	**Timeline:**
The HEHS and HSD administrative teams will collaboratively create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school-wide decisions associated with the transformation plan, and maintain communication with families and the community.	Principal	August 2012

Resources Required:	**Measureable Outcome(s):**	**Evidence/Documentation:**
• Meeting space • Stipends	• Rating on annual survery • Number of transformation strategies implemented • Number of transformation objectives experiencing progress	• Organizational Chart • List of members • Meeting agendas and minutes • Annual survey

Fullfills required/permissible activities?	Yes! ☐	**Aligned with Competitive priorities?**	Yes! ☐

DRAFT ACTIONS	Responsible Person(s)	Timeline	District/School Required Resources	SIG Required Resources	Associated Outcome Notes
5. HEHS administrative team will identify and contact key stakeholders from various groups (district administration, parents, teachers, and students) to become members of the HEHS transformation governance board.	Principal	D			
6. HEHS administrative team will provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.	Principal	D			
7. HEHS governance board will implement the governance structure and maintain communication with the school and community regarding the transformation process.	Principal	I			
8. HEHS administrative team will evaluate the effectiveness of the governance board through a survey distributed to parents, community members, and school and district staff.	Principal	M,E			
9.					
10.					

Year 1 Detail and Years 2–3 Summary

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
Goal 5 Objective															
1.0 The Hazelwood East High School administrative team in collaboration with district administration will design, implement, and monitor a leadership structure to effectively guide HEHS through the transformation process.		▲		→	→	→	→	→	→	→	→	→	→	→	→
Goal 5 Strategies															
1.1 The HEHS administrative team will establish a school leadership team to develop specific school programming and provide information to the governance board to guide decisions.		▲		→	→	→	→	→	→	→	→	→	→	→	→
1.2 The HEHS and HSD administrative teams will collaboratively design a governance structure that clearly defines procedures for transformation strategy implementation and evaluation and will create a format for communication to relevant stakeholders.		▲													
1.3 The HEHS and HSD administrative teams will collaboratively create and implement a governance board of key stakeholders to monitor the progress of the transformation process, participate in making school-wide decisions associated with the transformation plan, and maintain communication with families and the					▲	→	→	→	→	→	→	→	→	→	→

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
community.															
Goal 5 Action Steps															
1.1.1 The HEHS administrative team will recruit and train members for the Leadership Team.	▲														
1.1.2 The Leadership Team will meet regularly to analyze data, develop calendars of events, and provide recommendations and feedback to the governance board.				▲	→	→	→	→	→	→	→	→	→		
1.2.1 Research site governance models, including Breaking Ranks or the model currently implemented at Hazelwood East Middle School.	▲														
1.2.2 Develop and implement the site governance model.			▲	→	→	→	→	→	→	→	→	→	→	→	
1.2.3 Review and revise the role of parent and community groups such as PTSA to ensure that these groups have an active and important role in relevant decision-making processes at HEHS.						▲									
1.2.4 Monitor the site governance model through a constructive dissent process.					▲	→	→	→	→	→	→	→	→	→	→
1.2.5 Evaluate the site governance model through student assessment data, transformation progress reports, and an annual survey to stakeholders													▲		
1.3.1 HEHS administrative team will identify and contact key stakeholders from				▲											

	Pre-Implementation	First-Year Detail by Month												Years 2–3	
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	2	3
various groups (district administration, parents, teachers, and students) to become members of the HEHS transformation governance board.															
1.3.2 HEHS administrative team will provide training to the governance board regarding protocols for meeting participation, roles and responsibilities, and expectations.					▲										
1.3.3 HEHS governance board will implement the governance structure and maintain communication with the school and community regarding the transformation process.					▲	→	→	→	→	→	→	→	→	→	→
1.3.4 HEHS administrative team will evaluate the effectiveness of the governance board through a survey distributed to parents, community members, school and district staff.													▲		

Appendix C:

Hazelwood District Schools
School Improvement Grant
Needs Assessment

Hazelwood East High School: Interview Report

November 2011

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Introduction

Background

The Missouri Department of Elementary and Secondary Education has received funding for School Improvement Grant (SIG) activities from the U.S. Department of Education, aligned with section 1003(g) of the Elementary and Secondary Education Act of 2001. Section 1003(g) requires state education agencies to use at least 95 percent of this money to award subgrants to local education agencies for school improvement. The eligible schools for improvement must meet the state definition of a Tier I or Tier II school. Tier I schools are in the lowest achieving 5 percent of Title I schools in the state; Tier II schools are in the lowest achieving 5 percent of secondary schools that are eligible for Title I funding but do not receive it. Through a request, Hazelwood School District has contracted with Learning Point Associates, an affiliate of American Institutes for Research (AIR), to provide support to three of its schools: Hazelwood East High School, Hazelwood Central Middle School, and Hazelwood Southeast Middle School. AIR's support consists of the following:

1. Conduct a needs assessment to determine areas in which to focus school improvement efforts.
2. Provide support and assistance in the writing of the School Improvement Grant.

About This Report

This report examines five domains:

- Instructional Planning
- Instruction
- Academic Support for Non-proficient Students
- Professional Learning
- School Climate

Table 1 lists the topics addressed for each domain, and this report is organized around the domains and the topics presented in the table.

Table 1. Topics Examined for Each Domain

Domain	Dimensions
Instructional Planning	• Curriculum Alignment • Administrative Expectations
Instruction	• Space • Instructional Resources
Academic Support for Non-proficient Students	• Identifying and Referring Students for Intervention • Student Exposure to Academic Support • Perceived Effectiveness of Academic Support
Professional Learning	• Administrative Support for Professional Growth • Professional Development Topics • On-Site Coaches
School Climate	• Teacher Collaboration • School Goals • Recent Changes in the School • Climate and Culture

Data Collection

The report is based on the analysis of interview data collected from four teachers, two district staff members, and one administrator. A total of seven people were interviewed for this report, as Table 2 shows.

Table 2. Data Methods and Sources

Data Method	Data Sources
Interviews	• 4 teachers • 2 district staff • 1 administrator

Data were analyzed for content. The domains and the topics under each domain structured the analysis. The analysis focused on presenting both majority and minority opinions of the respondents, as well as presenting viewpoints of administrators, district staff, and teachers. For each topic addressed, all responses were read, coded, and synthesized.

Instructional Planning

Instructional planning refers to planning lessons that are aligned with state standards. This section examines curricular alignment to state standards and administrative expectations on the delivery of subject-area curricula.

Curriculum Alignment

Hazelwood East High School (HEHS) has a written curriculum for all major subjects. The curriculum is aligned to state standards and includes curriculum guides, instructional materials, textbooks, learning activities, rubrics, lists of resources, and sample lesson plans. Curriculum maps and pacing guides also are available to help with instructional planning.

Overall, teachers found the curriculum resources to be useful and well written. One teacher expressed the need for more differentiation within the pacing guides to better address student learning needs and challenges. Another teacher commented on the need to go beyond the district curriculum for more advanced students.

District staff also mentioned that there is a need for conversation around Common Core Standards.

Administrative Expectations

Teachers agreed that the administration expects curriculum alignment and that this expectation is clearly understood. The importance of vertical alignment in subject areas also was mentioned.

Curriculum alignment is supported through district level professional development, coaching, walk-throughs, PLCs, faculty meetings, and e-mails. Professional learning community (PLC) time is used to verify lesson alignment with state standards and to review curriculum and assessments.

One teacher commented on feeling supported and encouraged in this work, but also wanting more time. Administration and district staff noted that the curriculum planning work is going well and emphasized the need to focus on implementation and more job-embedded support.

Summary

Hazelwood East High School has a written curriculum for all major subjects. The curriculum is aligned to state standards. In general, teachers find the curriculum to be useful, but noted a need for more differentiation. The administration expects curriculum alignment and supports this work through district level professional development, coaching, and PLCs.

Instruction

This section examines the area of the school's facilities and space (and their impact on instruction), as well as instructional resources.

Space

District staff stated that Hazelwood East High School is spacious, complete with modern science labs, a pool, and gymnasium, and other interviewees felt that the school building is somewhat adequate. There is no dedicated computer lab and an old library. The library is scheduled to be renovated this summer, and plans are in place to upgrade facilities as part of the science, technology, engineering, and mathematics (STEM) project.

Instructional Resources

Overall, the school is well equipped with instructional resources, including textbooks, reading materials, calculators, and laptop carts. Two teachers commented on the need for materials that support students who are reading below grade level, students with individualized education programs (IEPs), and students who are high achieving. Administration and district staff noted the need for more job-embedded support for using additional resources outside of the textbook.

Teachers use student data from a variety of sources to plan their instruction. Data sources include exit slips, quarterly common assessments, unit assessments, monthly online benchmark tests, test banks from textbooks, USA Test Prep, SRI, personal data portfolio tracker, student reflection, TFA model of skills mastery data collection, and writing prompts. Formative and summative assessments are teacher and/or district created.

Teachers stated that the use of student data was very important to planning instruction and monitoring learning goals. Student work, benchmark assessments, unit assessments, and learning goal mastery data were deemed most useful. One teacher commented that the faculty understands the value of student data but needs to look at it more often.

Summary

Hazelwood East High School's facility has modern science labs, a pool, and a gymnasium. There is, however, no dedicated computer lab, and the library is scheduled for renovation. For the most part, the school is well equipped with instructional resources. Materials for both low-performing and high-performing students, as well as students with IEPs, are needed. Teachers use student data from a variety of sources to plan their instruction, and they identified sources that were most helpful. One teacher commented that the faculty needs to look at student data more often.

Academic Support for Non-proficient Students

The section describes the methods of identifying and referring students in need of academic support, student exposure to academic support services, and the perceived effectiveness of the academic support provided by the school.

Identifying and Referring Students for Intervention

Students in need of academic support are identified through grades, student work, classroom assessments, writing samples, exit tickets, and an overall lack of mastery of learning goals. Teachers refer students to the counselor for afterschool tutoring and/or to their Academic Mentor, a fellow teacher, or an Extra Help class period.

Administration noted that students with failing grades are assigned to attend afterschool tutoring every day. When they achieve mastery level, they still can attend, but it is not mandatory. Currently the focus is on 9th- and 10th-grade students.

Student Exposure to Academic Support

The main supports available to non-proficient students are daily afterschool tutoring and an Extra Help period offered every other day. Some teachers stated that all students are offered support. Others explained that support provided to non-proficient students was not consistent.

Most agreed that student participation is inconsistent. One teacher, however, noted that student participation is increasing.

Perceived Effectiveness of Academic Support

Teachers were uncertain of the effectiveness of the academic support. Asked if there were additional supports or resources needed for non-proficient students, most teachers answered that more time, greater student investment in their education, and relationship building between teachers and students were needed. One suggested that mandatory tutoring is necessary.

Administration stated that student progress is monitored by monthly or quarterly progress reports. District staff pointed out the need for additional supports for students with IEPs and students who come to high school unprepared.

Summary

Students in need of academic support are identified in a variety of ways and are most often referred to the afterschool tutoring program and/or an Extra Help period. Student participation is perceived to be inconsistent, and the effectiveness of these programs is unclear. Administration, teachers, and district staff offered various ideas on how to improve the academic supports currently provided to non-proficient students.

Professional Learning

Professional learning focuses on the following topics: administrative support for professional development, professional development topics, and instructional leadership.

Administrative Support for Professional Growth

All respondents agreed that the administration strongly supports professional growth of teachers. One respondent noted that this is one of the strengths of the school.

Every teacher has a professional growth plan for his or her own learning, and teachers are required to attend all professional development sessions. Teachers are asked to incorporate the concepts and skills learned in professional development sessions into their teaching practices. Walk-throughs and PLCs provide opportunities to support teacher growth and assess implementation of new learning.

Professional Development Topics

Professional development topics include PLCs, assessment literacy, modifications for students with IEPs, improving attendance, higher-order thinking skills, and community building.

Teachers were asked to reflect on the professional development they participated in recently and identify the topics that were particularly useful. Answers included norms of communication, curriculum alignment, assessment literacy, science formative assessments, instructional strategies, data-driven inquiry, and the achievement gap.

Respondents also mentioned a variety of professional development topics that they would find helpful. These topics included student engagement, differentiated instruction, translating rigor from learning activities to assessments, teacher motivation, and social justice matters.

On-Site Coaches

Two full-time coaches, administrators, and informal teacher leaders provide instructional leadership and support to teachers in their subject areas. Depending on the teacher's need, coaches offer support in planning, gathering resources, ordering materials, and developing assessments. Coaches also lead the PLCs and discuss data, current trends, and research.

District staff and administration communicate regularly with coaches. Administrators also visit and monitor PLCs. District staff noted that this is a work in process.

Teachers were split on the usefulness of observations. One felt the observations were frequent and very helpful. Another stated that the feedback was perfunctory and not helpful. A third explained that he or she had not been observed this year.

Summary

Professional growth of teachers is supported by Hazelwood East High School's administration. All teachers have their own professional growth plan and have participated in a variety of professional development sessions that they found to be useful. Teachers also expressed interest in exploring additional topics. Two full-time coaches provide instructional leadership and support to teachers. Coaches lead PLCs and communicate with administration and district staff. Teachers were split on the usefulness of observations.

School Climate

School climate focuses on the topics of teacher collaboration, school goals, recent changes in the school, and climate and culture.

Teacher Collaboration

Teachers at Hazelwood East High School have designated times to collaborate with other teachers. PLCs are scheduled every other day and involve department teams with an administrative facilitator. The topics vary and include sharing best practices, instructional strategies, analyzing data, and leadership discussions.

Most respondents felt the PLCs were somewhat useful and encouraged teacher collaboration. Teachers felt this time could be more constructive if the PLCs were teacher led and focused more on data and strategy development. One respondent added that more monitoring is needed.

School Goals

Student achievement, parent involvement, curriculum alignment, and professional development are among the current school goals for Hazelwood East High School. Administration noted the importance of looking at "what they do and why they do it." District staff added the need for building professional relationships, PLCs and critical walk-throughs, shifting the focus away from classroom management to high-quality instruction, and adopting a "kids-come-first" approach, among others.

When asked if the school has the resources and personnel needed to address these goals, respondents agreed that the school could use more. District staff noted the need for additional instructional coaches.

Recent Changes in the School

Recent changes at Hazelwood East High School include a new district administration, a new principal and administrative team within the past two years, and the hiring of new teachers. New district initiatives center on the four pillars of assessment literacy, PLCs, systems thinking, and race and equity. A recent focus on urgency, higher expectations, and more structure also were noted, as was the implementation of block scheduling and advisory periods in years past.

Climate and Culture

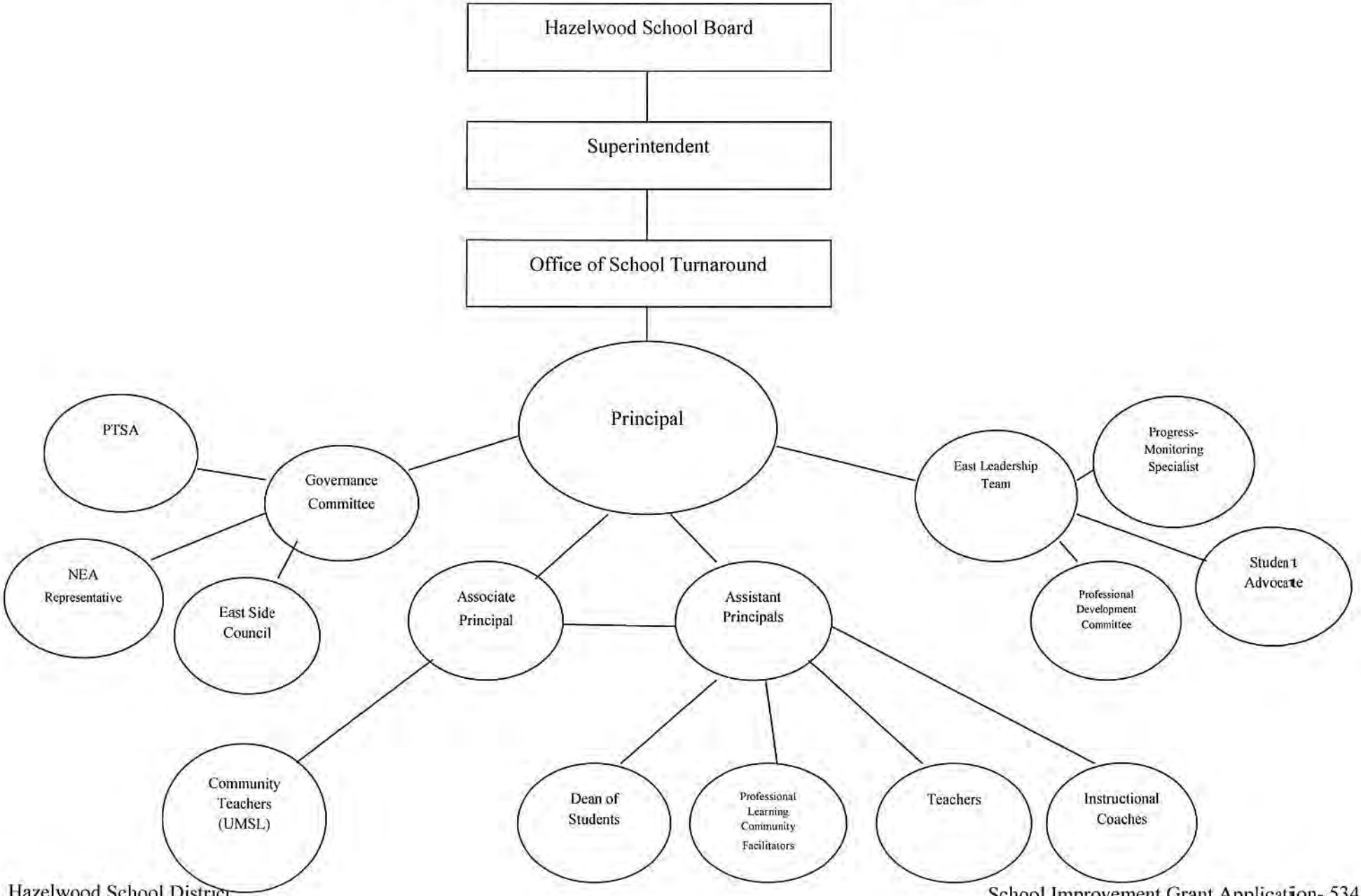
Respondents were asked about the interactions between students and adults and between students and students. In general, respondents reported positive interactions in the building. For the most part, there is a sense of respect among teachers and students. Occasionally there are issues. The interactions among students were described as normal peer interactions.

In the final interview questions, respondents were asked what they believed to be the most important obstacles to the turnaround process. Answers included student investment and parent involvement, faculty buy-in, commitment and accountability, streamlining instruction, social conditions of students' lives, expectations, issues of race and equity, and urgency.

Summary

At Hazelwood East High School, teachers have regularly scheduled opportunities to collaborate. A variety of school goals were identified. Recent changes to the school include a new district administration, a new principal and administrative team within the past two years, and the hiring of new teachers. Overall, the interactions between students and teachers and among students were described as positive. A variety of obstacles were identified that impact the turnaround process.

Appendix D:
Hazelwood East High School – ELEVATE East Organizational Chart



Appendix E.

Hazelwood East High School SIG Steering Committee and Stakeholder Participation in SIG Action Planning Meetings

First	Last	Role	9- Nov	10-Nov	15-Nov	18-Nov	22-Nov	29-Nov
Jacqueline	Kelly	Principal SIG Steering Committee	Y*	Y	Y	Y	Y	Y
Audrey	Lee	Associate Principal SIG Steering Committee	Y	Y	Y	Y	Y	Y
Mary Jo	Ruether	Teacher – Science SIG Steering Committee	Y		Y	Y	Y	Y
Michael	Vargas	Teacher – Social Studies SIG Steering Committee	Y	Y	Y	Y	Y	Y
Deionza	Shelton	Teacher – Comm Arts SIG Steering Committee	Y	Y	Y	Y	Y	Y
Shanise	Terrell	Instructional Coach SIG Steering Committee	Y	Y			Y	Y
Eric	Dettmer	Instructional Coach SIG Steering Committee	Y	Y			Y	Y
Curtis	Faulkner	Parent SIG Steering Committee	Y	Y	Y	Y	Y	Y
Sentoria	Dotson	Parent SIG Steering Coordinator	Y	Y				Y
Patricia	Adkins	Learning Facilitator SIG Steering Committee	Y	Y	Y	Y		Y
Donna	Archer	Learning Coach SIG Steering Committee	Y	Y	Y	Y	Y	Y
Carrie	Launius	Learning Facilitator SIG Steering Committee	Y	Y	Y	Y		Y
Lisa	Williams	Learning Coach SIG Steering Committee	Y	Y	Y	Y	Y	Y
Tyrone	McNichols	Assistant Superintendent SIG Steering Committee	Y	Y				Y
Steve	Sandbothe	Assistant Superintendent SIG Steering Committee	Y	Y				Y
Kashina	Bell	Assistant Principal			Y	Y		Y
Maya	Becton	Teacher – Communication Arts	Y		Y	Y	Y	Y

Jennifer	Bolla	Teacher – Science	Y	Y	Y	Y	Y	Y
Aaron	Butler	American Institutes for Research	Y	Y	Y	Y	Y	Y
Taresa	Fraser	Teacher – Mathematics						Y
Michael	Peoples	Teacher – Mathematics				Y	Y	Y	Y
Patricia	Springer	Parent						Y	
Lawndale	Thomas	Counselor					Y		
John	Viser	SSD					Y	Y	Y

*Y indicates attendance at SIG Action Planning Meetings.

Appendix F:

Central Middle School

Action Plan

Goal 1: Student Performance

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objective: By the year 2015, 100% of the CMS students will score Proficient or Advanced on the Missouri Grade Level Communication Arts Assessment from a baseline of 34% Proficient in the 2010–11 school year.					
Performance Measure(s): Annual increases of 25% or more in students scoring Proficient or Advanced on the Missouri Grade Level Assessment		**Evidence/Documentation:** Communication arts MAP assessment results			
Strategy 1	**Responsible Person(s)**	**Resources Required**	**Timeline**		
Research, identify or develop, and implement rigorous instructional lessons and strategies focused on content area literacy activities that are research- and/or promising practice-based, standards-based, and data-driven and increase students' time on task.	All staff, School Leadership Team inclusive of district-level support, grade-level and content PLCs	Literacy materials and professional development	May 2012 and ongoing		
Measureable Outcome(s): Missouri Grade Level Assessment, Common Assessments, Pre-Post Assessments, increased utilization of rigorous instructional lessons and strategies focused on content area literacy, results of common formative assessments		**Evidence/Documentation:** Professional Learning Community documentation, lesson plans, common formative assessments, results of walk-throughs, implementation checks and classroom and teacher evaluations			
Actions			**Year 1**	**Year 2**	**Year 3**
15. Research and identify or develop high-quality professional development for content area literacy strategies that will be provided and supported by coaches and facilitators.	PDC, learning coaches and learning facilitators	Funding for staff and materials (HSD); funding for research, identification, and development (SIG)	4/12–8/12	X	
16. Develop specific monitoring rubric items for walk-throughs	PDC, learning coaches and learning facilitators		4/12–8/12		
17. Research, identify or develop, and integrate high-quality literacy curricula, and instructional lessons and resources.	All staff	Adequate space (HSD); funding for research, identification, and developments (SIG)	8/12–5/13	X	
18. Implement high-quality literacy instructional lessons.	All staff		8/12–5/13	X	X
19. Collaborate by sharing and discussing the quality of lessons and student work in PLCs.	PLCs		9/12–5/13	X	X